JOURNAL OF EDUCATION.

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EDITORIALS

Out-of-School Achievement

Babe Ruth leads the diamond world with fifty-nine home runs in one year, because when he goes to the "plate" he can decide instantaneously what kind of a ball is on the way. He isn't always right, but he is oftener right than any one else is, and he does all of his constructive thinking as to where he will try to put the ball out of bounds. His thinking is centred upon where he proposes to put the ball if he hits it.

That is as vital with home and school as it is on the "plate." It is a domestic and civic tragedy that there is no way to teach parents about training their children. There are miscellaneous books for parents, some of them wisely helpful, and there are some syndicate articles running in daily papers by men who will answer questions asked by parents, but there is one statement that overtops all others.

Every decision of parents regarding what to do and what not to do, with or for a child, must be weighed for its after-effect rather than for immediate achievement.

There are certain essential decisions that must be automatic and instantaneous, like the laws of the Medes and Persians, such as never allowing one parent to say or do anything that contradicts what the other one has said or done in a given emergency; such as having the same rule for the father's or mother's "pet" as for one less in favor.

There are innumerable laws of parental conduct that leave no option for the parent, but it is always important that every decision be made with the thinking of its effect "out of bounds." If a daughter learns that she can get extra money from Dad if she smiles upon him sweetly and is extra loving, he must not be surprised if in life she wins favors by smiling upon other men.

It is of the utmost importance that the school should always be a preparation for life out of school. A teacher should never be satisfied with anything children do because she is watching them. If they refrain from doing it simply because they dare not or cannot do it because of her eagle eye, they will be infinitely more likely to do it when out of range of her eagle eye. A certain father who was terrifically opposed to the use of tobacco, who kept every possible detective watch on his sons, raised five sons to be inveterate users of tobacco.

We are satisfied that school and college self-government is sure to be universal by and by, but it can never be while there are teachers who insist upon keeping an eye on every pupil and student, who think "discipline" in school

is of more importance than behavior out of school.

We have known nothing quite so thrilling as to see Babe Ruth send a ball high enough and forceful enough to carry it 'way, 'way over the farthest fence.

There is always the oncoming of such a thrill when we see Babe Ruth go to the "plate." It surges more and more every time we see a ball coming his way, and when we see him ready to swing the bat we simply stop breathing until we know whether or not he has hit it. And when it is a "homer" we make no attempt to sit still or keep silence.

We have something of the same thrill when we see a mother with a family that she has reared, men and women who are good, and good for something.

We have something of the same on-coming thrill when we see young people in the schoolroom preparing themselves to "go to bat." Later, standing on the "plate," they will challenge life to do its worst to undo what mother and devoted teachers have done for them.

Ten million dollars for football this season gives the people more for the money than the sixty times ten millions spent for soft drinks and ice-cream, and five times ten millions for chewing gum.

Platoon's Progress

Rarely has any notable progressive departure made such a record as has the platoon system, especially when one considers how radical the change is.

There are platoon schools in ninety-six cities in thirty-one states. There are work-study-play schools in cities whose population is one-third of the total population of the United States. Since the meeting in Cincinnati in February there has been a gain of one-sixth in the cities to install the system.

A Great World Event

The achievement at Locarno on October 15 was unquestionably the greatest diplomatic event in the life of any person now living.

Perhaps the most significant phase of it is the absence of any part in it by the United States.

Germany and France really did it by themselves, but the delight with which Italy, Belgium and England endorsed the action of Germany and France was of high significance.

Of course every one knows that the United States is with this No More War action heart and soul, and with the United States are all of the New World countries.

There will be no more war among highly civilized peoples. War is to be as impossible among these nations as is a duel among gentlemen.

To have lived to see this hour is a notable achievement for any one. There is now something to be taught that makes the teaching of the wars that have been as out of place as teaching boys of today how to yoke oxen and "break" steers.

Even the World War story should be deleted. It should be regarded as disloyal to the Locarno compact to have any children study about any battle between 1914 and 1918. In the same way the Revolutionary War and the Civil War should be eliminated.

What would be thought of a school that would teach young Americans the code of ethics in dueling?

Let us all rise to the emergency of the hour, and demonstrate by our courses of study that the days of warfare are over.

It is probably too much to ask politicians to reduce the army to a police basis and turn the navy into commercial service after it has completed its anti-liquor campaign.

Brooks Fletcher, Congressman

Brooks Fletcher, Marion, Ohio, was elected to Congress last November, a Democrat in President Harding's district, when Ohio and all the rest of the United States went wild for the Republican ticket. It would not be easy to find a parallel incident.

Mr. Fletcher has lived in Marion for many years and for more than twenty years he owned and edited a Democratic paper, a rival of Warren G. Harding's Republican paper. In all those years Brooks Fletcher was a highly popular and effective lecturer on the Chautauqua and Lyceum platform, always magnifying a message to the young. One special feature of his platform work was his practice of addressing the high school, if in session, gratis, wherever he had an assignment. He was noted for his message to the young, and for his noble championship of education. He will be a valuable member of Congress, especially in his loyal support of every measure in the service of humanity. Few men have been elected to Congress with such an extended national acquaintance.

His election resulted from his method of campaigning. With Mrs. Fletcher as his comrade he visited every city and village in the district, speaking directly to the people who had known him for a score of years and more. There was little politics but much of the personal element in his community addresses, and when the votes were counted there was an abundance of Republican votes for Brooks Fletcher, the neighbor and friend, admired and beloved for what he was, and for what he had done, with abounding faith in what he would do in Congress. It was an important triumph of personality.

Dr. Graves on Intelligence Tests

By far the best presentation of the subject of intelligence tests we have heard and the best address on any subject that we have heard in 1925 was by Dr. Frank P. Graves on "Intelligence Tests, Their Use and Abuse," at the Jefferson County, New York, convention this October.

Without descending to low level of some fault-finders or without going so high in propaganda as to get off the key successfully because he exceeds the sky limit, Dr. Graves flashes danger signals and makes a remarkable plea for faith that intelligence tests will work their way through the present experimental stage out into demonstrations as eternal as the service of a knowledge of the circulation of the blood, of the use of anaesthetics, asphyxiates and the X-ray.

In a frank professional scientific way Dr. Graves reviews the contributions made to the science of intelligence tests by Thorndike, McTernan, Otis, and Haggerty, and acknowledges the service rendered by the criticism of Lippman, Bagley and others.

Dr. Graves presents the whole question so intelligently, so clearly, so fairly that any one can see what intelligence tests have done, where they should have detoured, and comes back into the Lincoln highway from impressions to knowledge, from semi-superstition to sheet-anchor scientific faith.

We are confident that this address will do more to make intelligence tests of universal and eternal service than anything else that has been said or written.

We know of six prominent educators who have been wrecked by automobiles this summer. This is more than the educators' share, and yet we wonder that the list of persons whose life has been jeopardized by automobiles is so small.

Farmer, the Yeoman

A. N. Farmer is largely responsible for the noble mission of the Yeoman organization in providing adequately, generously and scientifically for the home-school life of all dependent children of one-time farmers who were ever members of the Yeoman organization.

Mr. Farmer is a profound student. He has made a deep study of dependent children and their care in all phases of the question. He has perhaps collected more data relative to dependent and neglected children than is now in possession of any one else. He has collected the results of the various methods of treating and handling and housing and rearing and educating such children, running over a period of a generation. Practically every known fact relative to this important matter has been carefully studied by him. He is today, perhaps, better equipped for the big task of housing and caring for dependent children than any other person in the United States.

We have known Mr. Farmer intimately for many years and we have known of his remarkable life on a Minnesota farm as a child, as a student in Carleton College, as superintendent of the schools of Evanston, of his expert study of rural schools and country life in Wisconsin and Michigan, and we have known no one who in the faintest degree approaches his equipment, by experience, training and personality to direct the home-school life of thousands of dependent children from farm homes in the remarkable Yeoman Home School which is to be established on the Fox River near Elgin, Illinois.

Mr. Farmer's present address is with "The Yeoman," Des Moines, Iowa.

American Education Week November 16-22.

World Essay Contest

American School Citizenship League, 405 Marlborough Street, Boston, Mrs. Fannie Fern Andrews, secretary, offers two sets of prizes, one open to students of Normal Schools and Teachers Colleges, on "Methods of Promoting World Friendship Through Education."

Another, open to seniors in secondary schools, on "The Organization of the World for the Prevention of War."

In each class the prizes will be $75, $50, and $25. Contest open till June 1, 1926. For particulars write to Mrs. Andrews.

The Personnel Division of the American Council of Education, Washington, D. C., is making an important place for itself in the college world. It is a valuable repository of significant facts about college teachers.

Banqueting President McSkimmon

The New York City teachers broke all of their records in the banquet they gave Miss Mary McSkimmon as president of the National Education Association. Miss McSkimmon in every way appeals to the New York school people, and banqueting is New York's way of doing official honor to distinguished persons. On this occasion the school people of the city broke their own record.

The distance between the minimum and maximum salary, especially of the classroom teachers, is too great in many cities. Close the gap.

The praises of President Augustus O. Thomas of the World Federation by the educators returning are significant because of the discriminating commendation of all phases of his leadership.

The High School Principal

By A. E. WINSHIP

There are probably 4,000,000 young people in the high schools of the United States, and the mission of the high school is entirely different from that of the elementary school.

The graduate of the elementary school should be educated to manliness, womanliness and citizenship.

With the compulsory school laws, which will soon be universal and generally enforced, all children in this country will complete the elementary school courses and with professional enlightenment they should all possess personal character and citizenship qualifications.

No subject attainment in the elementary school is adequate unless the graduates possess good personal character and training for good citizenship. The elementary school principal and his corps of teachers must develop the community in which they are as a vital and functioning unit in the government, making it every way safe for everybody and providing prosperity for all.

Nothing of this creation should be passed on to the high school. The fruitage of the elementary school should be character and citizenship.

The mission of the high school should be the harvesting of the fruitage of the elementary school.

The elementary school should make boys and girls good; the high school should make them good for something.

Every graduate should be prepared for higher education if circumstances and inclinations make a continuance of school activities desirable, and, incidentally, there should be, and soon will be, colleges, universities, or other institutions to provide any higher education wisely desired.

At the same time every high school graduate should be prepared to earn a good living if for any reason it is not feasible to continue school life.

It is a civic and industrial crime for any one to be allowed to graduate from a high school who is not equipped to earn a respectable living.

Every student should have as a part of his work every day the learning of something or learning to do something by which men or women are earning a living.

That which led Herbert Quick to say that Edward J. Tobin, superintendent of Cook County, Illinois, is "America's greatest educator and probably the greatest American," is the fact that Tobin believes, first, that the school must be a distinct community affair functioning as such every month, and that no boy or girl in the one hundred seventy-two country schools can get an eighth grade diploma unless in every school month after ten years of age, he has done something, wholly apart from the school course of study, by which he has either earned money, money which is his own, as in school gardens, calf clubs, poultry clubs, pig clubs, etc., or in some study by which he or she can earn a living later as in music or art, or some handicraft. Certainly every high school student should do something that he will regard as "work," outside of book learning.

In Cook County no child can do any of these outside activities unless there is reasonably sure to be a market for the fruit of his labor. He must know where he is to market his product and how and when. If he can send to market every day he can raise an entirely different crop than he can if he can send to market but once a week; a different crop if it can be got to market at 5 a.m. rather than at 8 a.m.

Every child in every one of the one hundred seventy-two country schools in Cook County learns to think and do as men think and do in labor and in marketing.

In spirit this must be true of every high school student in America.

Some one has said there is as good culture to be had in knowing beet roots as Greek roots. There is more culture for some persons in the culture of beet roots than in conjugating Latin verbs.

There is no occasion to know how to decline a French part of speech because one needs to know the per cent. of butter fat in the milk of a Langwater Guernsey.

The tragedy of some high schools is that teachers think their professional business is to teach subjects as though reasonable perfection in that subject would be necessary in order to enter the Kingdom of Heaven.

There has been a Dixie highway in spots for several years, and we have been happy when we struck a piece of it, but there was no celebration until it was complete every foot of the way from Sioux St. Marie to St. Augustine, from Michigan to Florida.

The high school will never be a high school unless it has an educational highway for every boy and girl so that under all circumstances he can go from the cold world of want to the warmth and glory of independence as the harvesting of his schooling.

The Platoon School and the Individual Child

W. H. HOLMES

Superintendent, Mount Vernon, N. Y.

The Platoon School promotes a friendly understanding of the individual child. In the typical city school system having semi-annual promotions, the children, in general, remain with a teacher for a period of only five months, a length of time altogether too brief for her to become acquainted with the personality of the children assigned to her even if she were compelled to instruct and guide them in only one or two subjects of study instead of having to instruct them in from ten to fourteen subjects—the task set for the regular elementary school teacher in the traditional school.

"Any plan that gives the teacher greater opportunity to really individualize her teaching is much to be desired. Mass teaching is now known to be a very clumsy method of reaching the needy children who, in nearly every class, have individual difficulties to overcome."

"In order to teach children well a teacher must know them well. Most of the misunderstandings in school and in the world at large come about through clashes of personalities due to one personality not knowing the other. What an immense advantage the platoon school has over the traditional school in opportunities for the teachers to know their children and for children to know their teachers."

Under the platoon plan the teachers of the regular subjects have their children for a full year, while the special teachers have their pupils for a period of five years. In order to teach children well a teacher must know them well. Most of the misunderstandings in school and in the world at large come about through clashes of personalities due to one personality not knowing the other. What an immense advantage the platoon school has over the traditional school in opportunities for the teachers to know their children and for children to know their teachers.

A boy that was an habitual trouble-maker in school ceased to be troublesome. When asked the reason, he replied: "Oh, I don't know, but my teacher just seems to understand me." The platoon school brings teacher and child much closer together for a longer period of time than does the traditional school, and thus tends to promote that common understanding which furnishes the best atmosphere for the unfolding of personality and individuality on the part of the child.

Only a short time ago the head teacher of a platoon school said to me during the first week of school: "Things have gone so smoothly during the first days this year. I attribute this to the fact that because of the platoon organization so many teachers already know their pupils and thus have to waste little time in making personality adjustments." What an advantage this is to the individual child! During four-and-a-half years of his school life under the platoon plan, in schools that have semi-annual promotions, the child is almost sure to find at the beginning of each semester four or five teachers who know and understand him well, and who he feels are his friends. This friendly understanding counts much for the best individual development of the child.

The Platoon School makes it possible for the children to be physically active. The child who attends a traditional school must spend long periods of time each day in sitting still in a fixed chair at a fixed desk. What wonder that at the end of the day the children break out of such schools like animals from a cage. Kept in an unnatural environment their natures rebel inwardly and, in some cases, outwardly. The school should not be a place where lively boys and girls are kept almost lifeless for long periods of time.

Under the platoon plan children are required to stay in one class in no case for a longer period than an hour and a half at a time and, during one half the school day, they change classes every half hour. In addition they have in general a half-hour period of physical exercise, play and games each day as a class group. Because of these frequent opportunities to release pent-up physical energy, children in the platoon school develop more normally and are happier and healthier and prepared to do better school work.

I have in mind two elementary schools only

a short distance from one another, one with the platoon organization, the other with the traditional. At noon and at afternoon dismissals the children of the platoon school leave the school building in a natural way. At the other building the children come rushing out as if they were in a great hurry to be free and very glad to escape. I have noticed the same characteristic at other platoon schools. I attribute this better attitude to the fact that the children in the platoon school have the opportunity frequently during the school day to be physically active. They are living more normally than children in the traditional school, and the release from school makes no great change in their behavior.

The Platoon School gives the individual child a better chance to learn social conduct. Children are taught in most platoon schools to pass through the halls from class to class as they would pass through the halls of any large building. They walk along and talk with their mates in a manner similar to that of well behaved people anywhere. Thus, several times a day, is a normal situation provided for the teaching of good conduct to individual children.

The majority of pupils prize the freedom of the school and use it well, and bring the censure of school opinion to bear on their mates who do not so use the freedom. In which school is the individual being best developed for his place in a democracy—in the one where he is restrained by public opinion or in the one where he is restrained through a rigid disciplinary organization administered by the teacher?

The Platoon School gives the opportunity to children of being taught by expert teachers who know and love their work. In a well-organized platoon school each teacher, regular or special, is a specialist in her chosen line with all that means in the way of joy and enthusiasm. Most teachers who have had to teach many subjects during a school day know that there are some subjects they teach to which the children respond with marked enthusiasm. These are usually the subjects which the teachers themselves love and know most about.

In the platoon school each teacher has been chosen because she is a specialist in her work and has enthusiasm for it. Thus the individual child is almost sure to find some teacher in the platoon organization with enthusiasm for the subject he likes best. It is a rare teacher who can prepare herself from day to day to teach ten subjects well and can arouse herself to teach so many subjects with a love and enthusiasm that will arouse love and enthusiasm in those taught.

Some have criticized the special teaching of the platoon plan, asserting that young children should be taught by one teacher who can coordinate and teach all subjects. Common sense, however, teaches that when one wishes to learn music best he should go to a musician, art, to one who knows art, and that when one wishes to learn about nature he should go to one who knows and loves nature. When the literature teacher in the platoon school says to her children: "Here are some selections from books that I love—let me read some of them to you; later you may go to the shelves and read these books and others; then come to me and tell me some of the things you like," we recognize that here is a specialist, who loves books, teaching children to love books. She is given ample time to prepare herself each day to do that teaching. The literature teacher has time to find and read the best books for boys and girls. What an inspiring thing it is for children to meet each day six people who are enthusiastic for the work they teach!

The Platoon School makes it possible to equip special rooms in such a way as to appeal to the individual children. The geography and nature study room, equipped as it often is with aquarium, tellurium and collections, gives many opportunities for finding special aptitudes of individual boys and girls. William Hawley Smith tells of a boy who was won from misconduct and failure in school through coming in contact with a mineral collection of his teacher. He went from success to success and finally became an enthusiastic geologist. The special room furnishes a place to bring in and display collections and specimens of many kinds. It is a special work room for the particular subject, and as such it can be used in many ways to reinforce the subject with varied appeals for different individuals. It is largely impossible for the teacher in the traditional school to equip her room as it should be equipped to teach well special subjects. It is too expensive to equip each room for the teaching of all subjects, and the all-subjects teacher rarely has the ability to equip her room as it should be equippped with books and pictures, art objects, collections, other helps and inspirational bits even if she had the money to buy them and the room to place them and keep them after they were bought. The special room of the platoon school is a solution of the problem of rooms economically, adequately, appropriately and artistically equipped for teaching and inspiring individual boys and girls.

Some time ago in my city a boy was transferred from a platoon to a non-platoon school. The school from which he came had a very beautiful literature room decorated with a large reproduction in color of a frieze in the Congressional Library, "The Making of the Book." The school to which the boy had come had the traditional type of classroom, every one monotonously like every other. The boy said to the teacher one day: "I wish we could have a beautiful literature room in this school like the one in Columbus School." Later his wish came true. This school also had a beautiful literature room, a fitting place in

which to treasure the precious thoughts of the ages. Had it not been for the platoon school this inspirational urge for better things in his school environment would probably not have been engendered in this boy.

The Platoon School furnishes a vital cultural background for the children. It makes it possible to enrich in many ways the school offerings. Children from the platoon school have a knowledge of music and art and often of nature that would be the proud possession of many a college graduate. In the Mount Vernon school system foreign-speaking children who enter schools are placed in grades with children of their own age and sent to special individual teachers for special instruction in English for an hour or more each day. They are thus able to be for a greater part of the day with children who are thinking and acting on the same mental level. The platoon school gives these foreign-speaking children a much better opportunity to develop than does the traditional school. These children often have great ability in art and in music, and the chance to show what they can do in these special lines often sends them forward to greater success in mastering English, both spoken and written.

I have in mind a Polish boy who came to our schools and was placed immediately in a sixth grade. He had a great love of music. Before the end of the year he had learned to recognize some thirty pieces of classic music when played on the phonograph and also to write correctly in English the titles and the names of the authors. He had also gained such mastery of English in general as to be able to do the work of the class successfully. It is easy to see the advantage that this boy gained from being in a platoon school over that of being in an ordinary school where he would probably have been placed in a class with smaller children or in a special class for learning English such as are organized in some school systems. The environment in both rooms is usually very drab. The emotional tone developed in a child through being able to achieve in things that he loves sends him on to success in other things and at the same time he gains a wealth of culture that makes for a more joyous and richer life. "What," I asked a principal of a platoon school, "is the biggest thing about the platoon school?" Immediately she replied: "The rich culture that it gives the children."

The Platoon School helps to discover the special talents of individual children. A head teacher of a platoon school said to me that the most valuable thing about the platoon system to her was that somewhere in the line of contact with the child one of his six teachers was bound to discover some special talent that could be used as a starting point toward greater achievement or improvement either in school work or in conduct. She cited several cases of children in her school. Special teachers had discovered that these children had special abilities and had been able through appealing to these special aptitudes to bring about marked changes in general work and conduct. She told of one group of troublesome over-age boys who were led, through the line of music, to form a glee club. They came early each morning for a considerable period to practice songs which later they sang in assembly. The feeling that they could really do something for the school led them to brighten up and clean up in a way that was a surprise to the other teachers of the school. The teacher in a traditional school would not have had the time and probably not the special talent to make the discoveries that won over these boys.

The Platoon School gives the teacher of the regular subjects more time to individualize her work and to give individual instruction to needy children. In the Mount Vernon platoon schools the regular teacher, under the platoon plan, has an hour a day assigned on her program for individual work. She may use this time in any way she wishes to meet the individual needs of the children in her classes. This teacher usually has some six subjects to teach instead of the traditional twelve or fourteen. She is, therefore, better able to give thought and time to diagnosing the needs of her children than is the teacher in the traditional school. She is, furthermore, not interrupted nor distracted by the visits to her room of supervisors of special subjects. She can, therefore, really concentrate on the essentials of English, arithmetic, spelling and history, can do better work in teaching, both class and individual, and can get better work from the boys and girls.

During the individual instruction period, which is a study period for the class, the teacher calls to her side at the desk, the individual boy or girl who she has found, either from a study of his recitation work or written work, needs her special aid. There in the classroom, but also apart from the class, she teaches him to overcome his difficulty, sometimes taking a few, sometimes many, minutes to give him the needed aid. It is evident that the regular teacher in a platoon school, who does not have to take time each day to prepare to teach lessons in physical training, music, drawing, geography and nature study, can devote the time thus saved to planning how to make her work in the essential subjects more interesting and appealing, and so frequently arouse individuals to make greater efforts to succeed.

Any plan that gives the teacher greater opportunity to really individualize her teaching is much to be desired. Mass teaching is now known to be a very clumsy method of reaching the needy children who in nearly every class have individual difficulties to overcome.

Platoon Is Past the Experimental Stage

By T. J. GARY

Principal, Buckman School, Portland, Oregon

[Oregon Parent-Teacher.]

The platoon school in Portland, Oregon, should not longer be considered an experiment. As a part of the education program outlined in the survey, endorsed by the people by an overwhelming vote, backed enthusiastically by the Board of Directors and by the superintendent's office, welcomed by many progressive principals and teachers as the most worth-while forward-looking movement in education of modern times, we should cease speaking of it as being "tried out" in certain schools. Parents and teachers who wish to see every child in the city enjoy a modern building with ample equipment, spacious playground, and well-paid, happy teachers, will not block the wheels of progress by unreasonable prejudice or inexcusable ignorance. We should, therefore, approach the subject with an open mind and make the platoon system a decided success, for what affects a part of the program affects the whole.

Any system is never good or bad except as the philosophy underlying it is good or bad. If you belong to the school of thought which maintains that the function of the school is to cram the minds of the children with facts which may or may not be of use in after years; that a rigid system of repression is the best way to build character; that we should always look backward for good things in education, you will not be interested in platoon schools. If, however, you believe in a socialized system of education, a system whose main objective is the preparation of the youth for citizenship, that the way to prepare for adult citizenship is to live an ideal life as a child, that direction and encouragement, not repression, are what the child needs most, you will find in the platoon system your golden opportunity.

The objection that we most frequently hear to the platoon system is that the teacher does not come into intimate contact with the child. The validity of this objection depends upon a philosophy of education. If, as many seem to think, it is the duty of the teacher to make the children live her life, not their own, that they must make her their ideal, and ever strive to think as she thinks, act as she acts, and be as she is, then it would possibly be better for her to have entire charge of one group of children.

If, however, you believe that every child has a personality of his own; that he has a life of his own to live; that his is the only life that he can live; that it is the teacher's duty to recognize this fact and furnish information, inspiration and guidance so that his personality may be developed in the best possible way and so that his life may be as full, rich and valuable as it can be, then the objection does not hold, for it is much better for the child to have frequent contacts with several teachers throughout five or six years, than it would be to have constant contact with one teacher only, for periods of five months at a time. To illustrate, if a dietitian should prescribe a single fruit diet of peaches for five months, lemons five months, prunes five months, nectarines five months, and huckleberries five months, you would say: "That will never do for my child. He must have a greater variety." If he can have a few of each, properly distributed throughout his whole childhood, it would please him and be far better for his physical development. In practice this and other supposed objections prove to be no objections.

"Do the children like the system?" is a question that is often asked. In Buckman School a vote of the whole school has never been taken. A few days ago a prominent school official, while inspecting the system, asked for an expression from an eight B, a seven B, and three intermediate classes. In every instance the vote was unanimous for the system. It is not claimed that the chief aim of the system should be to please the children, but it is gratifying to know that they are happy in doing what those in authority think is good.

The only saving of money to the district has been in the rooms. We are caring for thirty-two classes in twenty-seven rooms. The saving of five rooms with a corresponding saving of janitor services, light, heat, etc. There has been no saving in teachers' salaries or in other operating expenses.

The platoon system is here to stay.

All those in authority are back of it.

We must make it a success if we hope to carry out our educational program.

Frequent contact with several fine women throughout a term of years is of far more value than constant contact with one.

As a socializing influence it is the best plan extant.

Major subjects are better taught.

All subjects are taught by specialists.

When Will the Ten Backward States Act?

By H. A. BROWN

President, State Normal School, Oshkosh, Wisconsin

A bill authorizing the Board of Normal School Regents to grant professional degrees in education was passed by the Wisconsin legislature at the last session. This bill provides that the Board of Normal School Regents may confer the degree of bachelor of education. This degree will be granted upon completion of a four-year course in preparation for teaching, based upon high school graduation as an entrance requirement.

The bill makes it clear that the Wisconsin State Normal Schools are to continue to be institutions devoted exclusively to the preparation of teachers, and that the degree must be a professional degree in education, granted only upon completion of a four-year course for preparing teachers. In the language used in the bill, great care was taken that no possibility of departing in any way from the preparation of teachers should be permitted.

There are four main questions for consideration by any state which proposes to take similar action:—

(a) Do state normal schools in other states grant degrees?
(b) Can state normal schools grant degrees without excessive cost to the state?
(c) Will the granting of degrees by state normal schools benefit the schools of the state in sufficient measure to justify any additional cost?
(d) Can state normal schools offer the courses necessary for the granting of degrees?

It is believed that we offer indisputable proof that it is highly advisable that state normal schools in every state should be made degree-granting institutions.

The Wisconsin law amends the present statutes by giving to the Board of Regents of Normal Schools the following additional powers:—

(a) "To adopt such designation for said schools as in the judgment of the board best fits their functions and purposes as institutions devoted exclusively to the preparation of teachers."
(b) "Upon completion of a course for preparing teachers, to confer such certificates, diplomas and professional degrees in education, in testimony thereof, as are usually conferred by other institutions of like character and rank, provided that no professional degree shall be granted except that of bachelor of education and such degree only upon completion of a four-year course above high school or its equivalent."

The above is the exact language of the bill.

The law consists merely of a simple grant of power to the Board of Normal School Regents. The Board already had power to prescribe courses of study, to choose textbooks, to employ faculties, and to do the other things which are necessary in the operation of a system of state normal schools. This law merely adds to these powers of the Board the right to confer degrees. It was shown to the legislature that there was nothing unusual in this grant of power to the Board, for by statute they already possessed extensive powers far greater in importance than this.

This law does not give the power to grant degrees to the several normal schools, but to the Board of Regents. Just as the Board now has the power to prescribe courses of study in the different schools and to determine what courses of study each school shall offer, so the Board has the power to grant degrees according to such plan as it may adopt.

This is in accord with precedent and is sanctioned by the best educational procedure in the country, for it is usually the governing board of an institution in which such legal power as the granting of degrees resides.

MAJORITY OF STATES HAVE AUTHORIZED NORMAL SCHOOLS TO GRANT DEGREES

The practice of granting degrees to students who complete four-year courses in state normal schools is thoroughly in accord with what other states have done. This movement began some years ago and has gone forward very rapidly, especially during the last eight years. Thirty-eight states, by legislative act, have conferred upon the governing boards of their normal schools, or some other board, the right to confer degrees.

STATES WHICH GRANT DEGREES TO NORMAL SCHOOL GRADUATES

A. Two states have no normal schools. They are Delaware and Vermont. Vermont has established by statute three "state teacher-training schools" with two-year courses, but they are in no sense state normal schools as that term is now understood.

B. Eight states which have state normal schools have not given the governing boards of these schools the right to grant degrees. These states are: Alabama, Connecticut, Idaho, Maine, Maryland, New Hampshire, Oregon and Washington.

C. Thirty-eight states have given the power to authorize the granting of degrees to graduates of four-year courses in their state normal schools.

(a) In Minnesota, while the authority has been granted by the legislature, the normal schools have not yet begun to grant degrees but they have now been definitely authorized to do so in some schools.

(b) In Wisconsin no degrees have yet been granted, but the courses are being organized and degrees will be granted in the near future.

(c) In Montana the degree power was granted in 1905 and degrees were granted for fifteen years. The board still has the right to confer degrees, but it has ceased to do so for the present.

(d) In Tennessee the authority to grant degrees took effect on September 1, 1925,

(e) In Massachusetts, New York, North Dakota, West Virginia and Kentucky all of the state normal schools have not yet been placed in the degree-granting class. The governing board of normal schools has been given the power to grant degrees, and it is proceeding to place it in operation as fast as the conditions justify.

(f) In Nevada, Utah and Wyoming there exists a state normal school, legally established as such by the legislature, but located at the state university, under the governing board of the university, which has the power to grant degrees and does grant degrees to graduates of the state normal school. This is equivalent to having in the state a degree-granting normal school of the usual type.

(g) In Florida there exists a situation which approximates that of Vermont and Delaware, but in some respects it approaches that of Nevada, Utah and Wyoming. It is necessary, therefore, to classify Florida by itself. There is a normal department, so-called, at the state university and at the state college for women, which has a somewhat close approach to the kind of state normal school associated with the state university, which Nevada, Utah and Wyoming now maintain. The situation is not as clear-cut, however, and it may be well to class Florida with Vermont and Delaware. The writer is disposed to give Florida the benefit of the doubt.

(h) In Arkansas, California, Colorado, Georgia, Indiana, Iowa, Illinois, Kansas, Louisiana, Michigan, Mississippi, Missouri, Nebraska, New Mexico, North Carolina, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Texas, and Virginia, all of the normal schools are in the degree-granting class.

(i) In New Jersey the state constitution gives the state board of education the right to grant degrees to graduates of state normal schools. No degrees have yet been granted, but it is the intention to do so in the very near future.

(j) In Pennsylvania the state council of education has the power to authorize the state normal schools to grant degrees. The best information available indicates that several normal schools in that state will be made degree-granting institutions at once.

DEGREES NOW ESSENTIAL FOR TEACHERS

The time has come when it is expected of the teacher, as of the physician, the lawyer, the nurse, and the druggist, that he shall hold a professional degree as a guarantee to the public of sound professional training for his calling. The young teacher who does not graduate from a four-year course in a professional school for training teachers today and does not receive a degree, is under as great a handicap as is a physician who does not possess the degree of doctor of medicine.

Graduates of normal schools in the ten backward states are often denied positions in their own states and in surrounding states in favor of graduates of normal schools of other states. The reason for this is that these graduates of normal schools do not hold degrees, while those of other states do. This is not giving the young people of these states a square deal. There is no good reason for any state to thus handicap its own sons and daughters.

NORMAL SCHOOL COURSES EQUAL TO COURSES FOR TEACHERS OFFERED BY MANY COLLEGES

The four-year courses in state normal schools are, without doubt, equivalent to the teachers' courses offered in many of the colleges of the several states.

The trustees of the private colleges in every state have been authorized by the legislatures to grant degrees for courses for preparing teachers. What good reason is there, then, why the state should not authorize its own institutions to grant degrees?

Anyone who examines the courses of study of strong normal schools and those for preparing teachers in the average small colleges of the same state, will be convinced that the state normal schools are as much entitled to grant degrees to teachers as are these colleges.

An effective system of education is the greatest public welfare agency which any state has at its command. Since the whole body of people directly exercises the functions and determines the policies of government, it is imperative, in the interests of public welfare, that education be extended as widely as possible to the entire population. Good schools are to be looked upon as a kind of long-term investment. Good schools are not possible without competent teachers. Good teachers in sufficient numbers cannot be secured without institutions, such as state normal schools, maintained by the state for their preparation.

NORMAL SCHOOLS ARE A FORM OF INSURANCE

The states spend annually large sums—often many million dollars—for public education, mostly for public elementary and secondary schools. State normal schools exist as a form of insurance to make this large necessary investment in public education yield the greatest possible returns. It is entirely possible for this great sum of money to be squandered. If schools are poor and children do not receive

competent instruction, there will inevitably be a large waste, but the money now being spent on public education will be economically spent if full value is received.

Good teachers are the most effective agency in making good schools. Good normal schools make good teachers. Normal schools are, therefore, the means by which adequate returns are secured on the sum spent annually for public education.

In order to show the type of productive economy which results from the maintenance of effective normal schools, let it be assumed that by reason of inadequately prepared teachers the school system of the state lacks ten per cent. of being as good as a school system today ought to be and is capable of being. Let it be assumed that by the maintenance of effective normal schools the quality of schools could be improved ten per cent. This would amount in many states to a saving of millions of dollars annually and would surely justify the maintenance of effective normal schools.

TEN BACKWARD STATES SHOULD ACT

State normal schools are, then, a source of economy and a means of improving the citizenship of the state. Whatever will make them more effective, if it can be done at a reasonable cost, will be wise action on the part of the state. Unquestionably the power to grant degrees will enable them to render more effective service. The inevitable conclusion from these facts is that the ten backward states in which degrees are not now granted to graduates of state normal schools should immediately take action on this important matter.

Personal and Professional

MAJOR JOSIAH WILLIS, principal of School 48, Buffalo, on his eightieth birthday, 1923, was honored by his alma mater, the State University of Michigan, with an honorary degree of Master of Arts, and much was made of the occasion, for his class was one of the earliest represented that year. Major Willis never misses a reunion of his class at Ann Arbor, or of his regiment wherever the Grand Army of the Republic meets.

DR. FRANK HORACE REITER of the Psychological Department of Newark, N. J., becomes director of special education, with Francis B. Haas, State Commissioner of Education, Pennsylvania.

DR. FRANCIS N. MAXWELL of the State Department of Education of Pennsylvania goes to the State University of Ohio.

DR. GEORGE W. NASH has entered upon his new responsibility as president of Yankton College with the ardent backing of Congregational people of the state and of all people in the country round about Yankton, where he was a student, city superintendent, college professor, from where he went to the state superintendency, serving with distinction for two terms, going from that office to the principalship of the Aberdeen State Normal School, then to the Bellingham, Washington, State Normal School, and then to the presidency of the National Congregational Foundation for Education. He accepted the presidency of the college from which he graduated in 1891 only after there were pledges of exceptional financial support from many sources.

DR. HENRY K. WARREN, for thirty years president of Yankton College, retired from active service on October 15. Few men have given as much of their life, so much of wisdom and devotion to a denominational college as Dr. Warren has given to Yankton, and the brighter financial outlook, as Dr. George W. Nash comes into the presidency, is largely due to the admiration and affection of the people of South Dakota, and of the Congregationalists from Maine to Colorado. Yankton College has maintained a standard of scholarship, a spirit of student devotion which has made the college famous for its capture of Rhodes scholarship, and has given professional prominence of its graduates from New England to the Pacific coast.

W. H. HOLMES, superintendent, Mount Vernon, N. Y., is one of the most virile men professionally in service today. Here are a few recent sentences of his:—

"It is possible under the present system for boys and girls to fail to master large blocks of the work in school and still get credit for having successfully passed through the courses of study in a curriculum.

"The recitation is one of the greatest shams in public school education today. Able pupils waste hours of time sitting idly by and daydreaming while slower pupils drone through things that these abler pupils have mastered. The slower pupils, furthermore, because the teacher has wasted time in this type of work, are deprived of the individual attention and the real teaching that they need so much in order to make successful progress in their work. Because of this mind-dulling procedure, abler pupils get accustomed to doing much less than they are able and of being satisfied with much less than the mastery of the subject. Everybody who has had any experience with the recitation admits the truth of this indictment, but, because of the force of the tradition, the old ding-dong process still continues in hundreds of thousands of classrooms throughout the land."

Book Table

A REVIEW OF THE ESSENTIALS OF ENGLISH COMPOSITION. By Roscoe E. Parker, University of California. Cloth. 145 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This work is a review text in elementary composition and is intended for students who enter colleges and universities without sufficient preparation for the regular course in freshman English. The author has had experience in giving instruction in high school, subcollegiate, and collegiate courses in English composition through a period of several years. Out of this experience has grown the conviction that a special text, founded on definite principles, is necessary for successful instruction in review courses; and these principles have been kept constantly in mind in preparing this text. He thinks it is better to present the essential principles of the theory of composition with a sufficient amount of explanatory text than to present the theory in detail without explanation.

It is better to send the student to a library to find material illustrating the theory he is studying than to present isolated illustrations in the body of the text. In searching out his own illustrations the student comes in contact with numerous books and magazines which might otherwise escape him for years. He also develops an independent attitude of mind. He begins to form the habit of finding things for himself.

Each chapter is supplied with a few suggestions for illustrative reading and for practice in the application of the principles presented in that chapter.

He says it is better to present positive principles than negative examples. Students never learn to write well by correcting faulty sentences.

THE PSYCHOLOGY OF ELEMENTARY EDUCATION. By A. S. Edwards, University of Georgia. Cloth. 334 pages. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

The leading charm of this book is the fearless way in which the author attacks harmless traditions and superstitions. He says heroically that it is inexcusable for education to confuse instead of clarifying thought. Holding to traditional errors and superstitions when they obstruct progress, especially if they blind us to well established facts, often postpones the discovery of other vital phases of progress.

The author deals heavy blows at the "persistent superstitions" of education which grow out of the malicious dogma of "formal discipline," which encourage belief that "faculties of the mind" can be trained so that they will be equally able to do any kind of mental work.

Here are samples of Professor Edwards' tact in presenting constructive thought: "Education depends upon what the pupil does and only remotely upon what the teacher does. The activity of the teacher is of consequence only if it brings about desired activity of the learner. Education lies in activity and participation. . . . The school and the teacher should shoulder the burden of teaching."

Child development is of first importance. Instead of stages of development there should be gradual development. We should abandon vague aims of education and substitute "realizable objectives." We should ignore armchair discussions of education and deal with experimentally determined facts.

The "Psychology of Elementary Education" as Professor Edwards and his publishers present it is as attractive as it is forceful, as sane as it is professionally venturesome. There are few books on psychology which promise so much real service to the schools, to the children in the schools.

CITIZENSHIP IN BOSTON. By Joseph B. Egan. Cloth. Illustrated. 430 pages. Philadelphia and Chicago: John C. Winston Company.

It has been one of our "majors" for some time that there should be for every city of half a million people and more a book of the city, studied by every child while in school as faithfully as he studies about Peking and Lima. Boston has its peculiar traits, conventionally and traditionally, as well as in its calf-path streets. Its re-created Scollay Square and Cambridge street are of more interest and of more importance to New England children than everything they learn about half the cities of Asia, Africa and South America.

What is the cost of making a new Cambridge street? Who pays for it? Who decides to reconstruct the street? What are the various steps that had to be taken in order to make it legal to have a special tax for the re-creation of that street.

Mr. Egan has made an ideal book for New England schools and it should be used in all New England schools, for every one in New England is almost as vitally interested in Boston as are its own citizens. In some ways it is even more important for children in Aroostook county in Northern Maine to study Egan's book than it is that resident children of Eastern Massachusetts study it. All children in New England will be influenced by Boston markets—buying and selling markets,—Boston papers, Boston railway service, Boston celebrations, Boston automobile tourists, etc.

The Egan book is the only one up-to-the minute available. It comes down to 1924-25 when Boston's Planning Board reported a scheme for street reconstruction which is estimated to cost $35,000,000, and three of its greatest recommendations have been accepted and work thereon is underway.

AMERICAN HISTORY. By Henry Eldridge Bourne and Elbert Jay Benton, both of Western Reserve University. Cloth. Illustrated. 720 pages. Boston, New York, Chicago, Atlanta, Dallas, San Francisco: D. C. Heath and Company.

It is really astonishing that there can be a new American History with so many wholly new attractions. It is not so surprising as at first appears because a history off the press in 1925 has many last things that could not have been there even a year earlier. What is more to the point, however, is the fact that violent criticism of histories written a few years ago has given a new vision to the school book writers. Giving equal portrait prominence to Calhoun and Webster, Jefferson Davis and Abraham Lincoln, Samuel Gompers and Theodore Roosevelt, William Jennings Bryan and Calvin Coolidge are simply samples of change of sentiment in the making of school histories.

Perhaps the new spirit is most noticeable in the elimination of all portraits of educators and authors and the substituting of James J. Hill and Thomas A. Edison for the time-honored portraits of Longfellow and Horace Mann. Although only five pages are given to American schools and colleges what is said is remarkably well said. In every way these seven hundred pages are focused to meet the popular thought of the day.

CONTEMPORARY VERSE. By A. Marion Merrill and Grace E. W. Sprague, both of the Somerville, Massachusetts, High School. Cloth. 322 pages. Boston: Little, Brown and Company.

It is refreshing to find writers of verse of today appreciated in a book for school use. There are upwards of thirty writers of modern verse with several selections from each. Among these are Katharine Lee Bates, Robert Frost, Edwin Markham, Henry Van Dyke, Sam Walter Foss, Denis A. McCarthy, Abbie Farwell Brown, Charles Hanson Towne, Edwin Arlington Robinson, Thomas Augustine Daly, Robert W. Service, Amy Lowell, John Mansfield, Angela Morgan, Josephine Preston Peabody, Bliss Carman, Richard Le Gallienne and, of course, Walt Whitman, James Whitcomb Riley, Helen Hunt Jackson, Kipling and Alfred Noyes.

A SKETCH OF THE HISTORY OF INDIA FROM 1858 TO 1918. With maps. By Henry Dodwell, M. A., University of London. New York, Toronto, Boston: Longmans, Green and Company.

The present world interest in affairs in India makes it necessary that every student seeking familiarity with world events in which the United States must be commercially interested must study with care, and this he will not do unless the story of India's internal and external life and experience of the last seventy years is attractively presented.

It is needless to say that such a book must be written by an Englishman whose scholarship places him entirely above propaganda, and this is eminently true of Professor Dodwell.

THE HALE LITERARY READERS. Books One, Two and Three. 244 pages each. By Edward Everett Hale, Jr. For Seventh, Eighth and Ninth Grades, Junior High School. Yonkers-on-Hudson: World Book Company.

There is literally no end to the appetite of American children for reading material in school, and much as is already published, much as is sure to be published in view of the demand, there will never be enough that is good enough for the school children of America.

Robert Louis Stevenson once wrote: "In anything fit to be called by the name reading, the process itself should be absorbing and voluptuous. We should gloat over a book, be rapt clean out of ourselves, and rise from the perusal, our minds filled with kaleidoscopic dance of images, incapable of sleep or of continuous thought. . . . It was for this pleasure that we read so closely and loved our books so dearly in the fright troubled period of boyhood."

"The Hale Literary Readers," three of them, bring to the school a brilliant effort to have the reading of literature such a deep delight to boys and girls that the fascination will extend into manhood and womanhood.

No one has made a more artistic grouping of authors or of attractive selections of authors than has the son of the author of "A Man Without a Country."

There are about two hundred choice selections from eighty of the best writers of English. The passages selected are chosen for the effect upon boys and girls, especially from ten to fifteen years of age. They are skilfully selected with reference always to rapturous enthusiasm of boys and girls.

No matter how many other books there are in school the need of these for their effect in stimulating reading is beyond estimate.

MARÍA. Por Jorge Isaacs. Edited, with introduction, bibliography, footnotes in Spanish, exercises, and a complete vocabulary. By Stephen L. Pitcher, Soldan High School, St. Louis. Cloth. Illustrated. xx+313 pages. New York: The Macmillan Company.

The Macmillan Spanish Series presents one of its best edited texts in this new edition of one of the three or four greatest Spanish-American novels—"María," by Jorge Isaacs. In its pictures of Colombian country life in the last century, its love of nature, its delicacy of sentiment, its simple humanity, we find much that is reminiscent of "Paul and Virginia," by Bernardin de St. Pierre, which delighted our grandmothers. Even our own blasé age will not fail to appreciate "María," we are sure.

Mr. Pitcher, with the equally competent aid of the general editor of the series, Professor Luquiens, has provided a wealth of classroom material. In addition to the usual introduction on the book and its author, he has prepared a useful selected bibliography of Spanish-American literature of books and articles about Colombia, and of grammars and dictionaries. The vocabulary is unusually full, containing all irregular forms of verbs found in the text in any form. Profuse footnotes in Spanish explain by means of synonyms and simple paraphrases the more difficult passages in the text, and also serve as suggestions for conversational practice. The usual informational function of footnotes is not neglected, of course.

A large amount of exercise material—fifty-one exercises in all—consisting of numerous sentences for oral and written drill based on the text, serves to increase the serviceability of the book. In general the volume is in accord with the principles followed out in the very successful work at Yale under the supervision of Mr. Luquiens, in which emphasis is laid on oral work in the language and on the proper co-ordination of reading material with grammar and composition work.

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TREND OF THE TIMES

Greece Invades Bulgaria; League Intervenes

Echoes of the remarkable peace conference at Locarno had not ceased before news came from the Balkans that Bulgaria and Greece were at each other's throats.

The trouble seems to have arisen over Bulgaria's failure to protect Greek territory along the frontier from the assaults of marauders coming from the Bulgarian side—much as Mexico failed at one time to keep Pancho Villa at home. Greece's action in sending armed forces across the border into Bulgaria has been likened to that of the United States in throwing an expeditionary force into Mexico. But Bulgaria fears that Greece wants more territory.

The Greek army penetrated Bulgaria on October 22 and 23, and occupied about 250 square miles, including Petrich and seven villages. Inhabitants fled in terror from their homes. About twenty-five casualties were reported. Stories of atrocities by Greek soldiers were current.

The Bulgarian government appealed to the League of Nations to intervene, and Foreign Minister Briand of France, as president of the League Council, hastily summoned that body to meet in Paris October 26. Meanwhile President Briand, with London and Rome concurring, ordered hostilities suspended by both nations under threat of League penalties.

The Greeks halted their advance on the 23rd, declaring their objective had been gained.

Lodge, Though Dead, Still Blames Wilson

The late Senator Henry Cabot Lodge, in a posthumous book entitled "The Senate and the League of Nations," just published by Scribner's, holds President Wilson responsible for America's failure to enter the League of Nations. Lodge charges that Wilson put self ahead of country, and was the reverse of idealistic; that Wilson could have saved the covenant if he had been willing to accept modifications.

There is a familiar sound to all this. If the League is as dangerous as Mr. Lodge seems to have regarded it, he compliments the war President in attributing to him alone the blocking of our entry.

New Dollar Coin Planned

Admitting failure to popularize the silver dollar and the $2 bill, Treasury officials have virtually decided to mint a new coin, a combination gold and silver dollar, because of the rapid deterioration of paper money. The proposed new coin will be of destinctive appearance, possibly a gold centre with a rim of silver, and will be slightly larger than a quarter. Banking and merchandising interests have indicated that such a substitute for the dollar bill would be desirable.

New York Jury Convicts Speedily

A New York City jury brought a verdict of guilt against a robber within two minutes after the case was committed to it by the judge. In the same session of the court nineteen accused persons pleaded guilty through fear of heavy sentences now being imposed in a drive against crime.

Episcopal Church Drops "Obey" and "39 Articles"

The House of Deputies of the Protestant Church, at the national convention of that body in New Orleans, voted after spirited debate to strike out from the Book of Common Prayer the historic "Thirty-nine Articles" of faith, adopted by the Anglican Church in 1562. Speakers at New Orleans referred to the articles as "excess baggage," and a suggestion was made that they be shelved in a "library of historic theology."

The House of Bishops, by a bare majority, voted to dispense with the word "obey" in the marriage ceremony, as well as the reference to endowing with worldly goods. The Bishops drew the line at permitting women to become lay readers, however.

Someone Got "Easy Money"

Jewels valued at $683,000 which had been stolen from the hotel apartment of Mrs. Jessie Woolworth Donaghue, daughter of the "five and ten" magnate, were recovered under queer circumstances. A private detective named Noel Scaffa received the gems from a "Sam Layton," who merely had called him up by telephone to tell him he could have the articles for the reward of $65,000 which the insurance company had offered. Scaffa says he met Layton and handed him the $65,000. Scaffa, who is employed by the theft insurance company, is suspected of concealing information.

Treasury Proposes Income Tax Cuts

Secretary Mellon has made public a plan for reducing income taxes all along the line to the extent of $300,000,000. Surtaxes would be limited to twenty per cent., and there would be substantial cuts for the people having small incomes.

Secretary Mellon recommends a reduction of federal inheritance taxes and ultimate repeal of all estate levies, which he thinks should be left for the states exclusively.

He would have a constitutional amendment forbidding issuance of tax-free securities.

Coolidge Urges Religion As Crime Antidote

In an address before the National Council of Congregational Churches, in Washington, President Coolidge declared government powerless to deal adequately with the existing wave of lawlessness. He recommended religion as the only fundamental remedy, and urged religious people of all faiths to exert and extend their influence for righteousness.

Poles Want King; Favor Henry Ford

According to some Polish politicians who have been passing through Italy recently, the Poles find their republic a heavy burden, and seriously think of erecting a monarchy. They say that Poland is in such a bad way financially that only a genius in business can pull her out of the muddle. An American business man is favored, especially Henry Ford. It is firmly believed that Ford brains could soon point out a way of salvation for Poland.

The idea of Americans for European thrones is not new. More than a year ago Harry F. Sinclair, New York oil man, was said to be favored for the throne of Albania. Mr. Sinclair ignored the suggestion.

State Probes Public Schools

The outgrowth of a feeling among parents and teachers that the subjects taught in the schools of Massachusetts are too numerous and not well enough organized, is a sweeping investigation by state educational authorities. The main committee is composed of Dr. S. Munroe Graves, Wellesley superintendent; William R. Peck, Holyoke superintendent; William B. Snow, assistant superintendent of Boston schools; Miss Mary Mugen, assistant superintendent of Fall River schools; and John F. Gannon, Pittsfield superintendent.

Northwest in War on Banditry

Five thousand North Dakotans are now under arms ready to turn out at a moment's notice in the war against outlawry which already has enlisted an army of 10,000 armed and trained men in the Northwest, in a campaign to kill or capture every bandit and holdup man in six states. There are 1,600 Minnesota rangers under order of "G. H. Q." in Minneapolis, where F. P. Fellows, head of the Minnesota Bankers' Association, and C. D. Brown, head of the protective branch of the association, are commanding generals. Iowa, Illinois, and South Dakota are also organizing bodies of "Minute Men." North Dakota bankers point to the record of 1924, when more bank bandits and more store robbers were sent to state prison than in the entire previous ten-year period, as a warning to outlaw bands planning raids into their state. With close to 15,000 men under arms, anxious to win rewards of $1,000 for dead robbers, which have been offered by bankers, outlaws are deserting the Northwest and seeking new and more profitable fields in the East, police say.

Proposes New Way to Pick Immigrants

The Boston (Mass.) Chamber of Commerce has announced that it would direct the attention of Congress to a consideration of giving preference within the established immigration quotas to those skilled in occupations in which there are the greatest number of vacancies and the least danger of unemployment. This action was taken by the executive committee in approving a report of the Chamber's committee on immigration and Americanization, which is an extensive analysis of the working of the immigration law of 1924 in New England, based on an investigation made through large employers of labor.

Nine Nations Abolish Passport Visa Fees

The American Consulate General in Paris has announced that nine countries have swung their doors wider in welcome to American travelers by abolishing all fees for passport visas. Nationals of these countries will enjoy reciprocal privileges in the United States. These nations are Germany, Sweden, Denmark, Costa Rica, Guatemala and Honduras, which now grant visas without charge, and Belgium, Switzerland and Panama, which have dispensed with the formality of the visa altogether.

Billion-Dollar Loss by Fires

America's fire loss has risen, exceeding 550 million dollars in 1924, despite efforts of fire marshals and a larger percentage of fire resistive buildings. In calling this fact to the attention of the Fire Marshals Association of North America, President Stacey W. Wade, insurance commissioner of North Carolina, also pointed to the loss of more "than 17,000 lives, and therefore an economic loss of more than one billion dollars."

Money Hoarded in Home "Banks"

In mantelpiece vases, the place under the rug and the various other hiding places in the homes of the nation, is hoarded more than $450,000,000 Treasury Department officials estimate. First in the list of those having little use for banks is the foreigner, who has tucked away somewhere close to $250,000,000. The rural population comes next and is said to keep close to $125,000,000 out of circulation.

Highways Numbered All Over the Country

Highways of the United States have been numbered. East and west roads are designated by even numbers and north and south roads by odd. The numbering is from the Canadian line to the Gulf of Mexico, and from the Atlantic to the Pacific. The work was completed recently by the subcommittee of numbering of the joint board of the American Association of State Highway officials and United States officers of public roads.

43 Years' U. S. Coal Supply in Virginia

There is enough bituminous coal yet unmined in eight Virginia counties to supply the needs of the United States forty-three years at the present rate of consumption, according to Dr. A. W. Giles, acting state geologist of Virginia. He estimates that there is a total of 21,621,000,000 tons of unmined bituminous coal in Virginia.

Commercial Aircraft Busy

About 30,000,000 miles have been flown in regular commercial air service throughout the world, according to a progress report of the survey now being made jointly by the United States department of commerce and the American Engineering Council. The distance has been covered under widely varying conditions, over land and water, forests and mountains, by day and night, it was said by Professor Joseph W. Roe, director of the field staff of the joint committee on Civil Aviation, and head of the department of industrial engineering in New York University, by whom the report was authorized.

Homing Tourists Jam Steamships

Ships returning from Europe are filled to capacity with home-coming tourists. Many voluntarily suffer inconveniences to get back home. Steamship officials estimate that the westbound ships are bringing back crowds one-quarter greater than the lists showed last year. All liners are booked completely full a month in advance. It is the biggest ocean travel since before the war. Some frantic travelers are reported as unsuccessfully offering two or three times the value of passage, in their rush to get back home.

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EDUCATION IN ACTION

Character Education Field Now International

The French Ministry of Education has accepted the invitation of the U. S. A. Charter Education Institution, Washington, D. C., to co-operate in discovering, by educational researches, how to give effective character education in public schools. France has had moral education in her schools for fifteen years, and has a basis of experience on which to give advice to American educationists. The U. S. A. state superintendents of education have combined to form the Character Education Institution through which they have been doing for several years careful research work on the problems of character education in public schools. Milton Fairchild is chairman of the institution, and the board of trustees includes officers of the Federal Bureau of Education, the public schools of Washington, D. C., the National Education Association, the National Congress of Mothers and Teachers and the National Research Council.

Education Board Plans Census of Illiterates

A census of illiterates in the United States as part of a campaign to reduce illiteracy will be undertaken next year by the Bureau of Education of the Interior Department. The active co-operation of a number of national organizations has been pledged, including that of the General Federation of Women's Clubs, the American Federation of Labor, the Chamber of Commerce of the United States, the Red Cross and the American Legion. In addition to the census, the campaign will be directed toward encouraging attendance at night schools, and obtaining better enforcement of school attendance laws.

Yale Students Work in Ford Plant

The experiment of sending Yale students to work during the past summer at the Ford Motor Company plant in Detroit was highly successful and most important, according to Director A. B. Crawford of the Yale Bureau of Appointments. Fifty men, forty-three of them self-supporting undergraduates, spent the summer in the automobile factory, earning about $375 each, and securing valuable training by going through one department after another.

School Savings Banking Grows

School savings in the United States for the year 1924-25 increased in aggregate bank balances by five and a half million dollars, with a growth of 630,000 in the total number of pupils participating, reports made to the American Bankers Association show. The reports contain many factors to encourage belief in the permanence of school savings as a part of the educational program in the public schools, said W. Espey Albig, deputy manager of the association in charge of the Savings Bank Division. During the year closing June 30, 1925, the number of reporting school savings systems had increased from 683 to 760; the number of schools from 9,080 to 10,163; the number of pupils enrolled in schools having savings systems from 3,095,012 to 3,848,632; the participants from 2,236,326 to 2,869,497; the deposits from $14,991,535.40 to $16,961,560.72; and the bank balances from $20,435,144.64 to $25,913,531.15.

Regents to Administer Education in Kansas

Higher education in Kansas will be administered in the future by a board of regents, consisting of nine persons, appointed by the governor without restriction as to political affiliation, residence, or connection with educational institutions.

College Students in Nevada

One person out of each 138 of the whole population of Nevada is a full-time student of the State University.

Rural Education

Courses in rural education were given in seventy-seven colleges and universities, fifty-two teachers' colleges, and seventy normal schools during the school year 1923-24.

Occupation Bureau

Half the students of Barnard College, Columbia University, last year consulted the college occupation bureau, maintained for the placement and guidance of alumnae and students.

F. B. Sayre May Head University of Oregon

It has become known that the name of Francis B. Sayre, son-in-law of the late Woodrow Wilson, may be placed before the board of regents of the University of Oregon as a possibility for the presidency of the university. Professor Sayre is at present teaching international law at Harvard University, and has just returned from a two-years' engagement as foreign adviser to the Siamese government.

Memorial Trust for University of Vermont

The will of Mrs. Emma H. Slade, widow of William Gerry Slade and prominent club woman, disposes of an estate of more than $50,000 and gives valuable historical documents to a number of organizations in which she was interested. The University of Vermont received a trust fund of $50,000 for a memorial to her daughter, Harriet Slade Crombie.

U. of Pennsylvania Renews Drive Activities

The University of Pennsylvania Fund organization is preparing to resume active work in its fifteen-year effort to raise $45,650,000, it was announced by Thomas S. Gates, chairman of the fund. The contributions now total $5,344,336, an increase of $330,000 since the first intensive period of the campaign closed on June 19. According to Mr. Gates, the $5,344,336 subscribed thus far represents 8,858 subscriptions, comprising gifts from individuals, corporations and foundations. Of the subscribers, 8,511 are alumni, representing slightly more than half the objective of 15,000 alumni subscriptions which the fund hopes to reach by January 1, 1926.

Hungary to Have English College

Serbia, Czechoslovakia, Rumania, Bulgaria, as well as Poland and Austria are all assigning a prominent part in national development to education and, in proportion to their revenues, are spending considerable sums upon it. A systematic attempt to teach English and the formation of an English college is shortly to be taken in hand in Hungary, according to reports. This college, which it is hoped will be ready by next January, is to be under the control of English professors and will be affiliated with Aberdeen University, whither its duly qualified students may proceed to obtain their degrees.

Says Value of Colleges Depends on Students

President Angell of Yale University in his matriculation address characterized the great dominating purpose for which colleges exist as the attempt to "give the human spirit freedom and make it more fully alive." This freedom is always to be won, he said, and is always the result of genuine struggle. It can never in its fullness be a mere gift. "The making of good resolutions," President Angell continued, "is rather out of fashion, but whatever may be said for purely formal resolvings, there can be no reasonable question that the results of college life are largely contingent upon the purposes, aims and underlying interests of the individual student. One who comes merely to receive will infallibly be disappointed and fail. One must give in order to receive."

Wheaton Appoints Acting Registrar

Miss Sylvia Meadows of Waban, Mass., has assumed her new duties as acting registrar of Wheaton College, Norton, Mass. Miss Sarah B. Young, for many years registrar, has been granted a leave of absence until Christmas on account of illness. Miss Young, who is now recuperating at her home in Solon, Me., hopes to be able to resume her work at Wheaton with the new year.

Exchange of Professors Between U. S. and Mexico

The University of Mexico and the University of Missouri are to exchange professors this year, Missouri contributing a professor of journalism and Mexico a professor of public education.

A Mother Reveals Her Idea of Education

The board of education of Brooklyn, N. Y., received a written complaint from Mrs. H. Shirland that one of the eighth-grade teachers would not allow her fourteen-year-old daughter to leave school early one afternoon to attend a moving picture show. She also complained that teachers found fault with her two children being late at school. The board upheld the teacher and decided that no child will be allowed to leave school early to attend a picture show if the teacher knows it.

English Boys Study Leather

A junior technical day school for training boys for the boot and shoe trade has been opened in connection with the Cordwainers' Technical College, in London, England. The two-year course will be divided between general education and trade subjects.

School District Bans Smoking Teachers

Teachers, either men or women, who smoke cigarettes will not be accepted for positions in schools of the Hecker's Creek district in West Virginia. The Board of Education there places this ban as its first criterion and then prescribes a required amount of normal school training for prospective instructors.

Unique Aid for Adult Education

There is an unusual contribution to the field of adult education in Cambridge, Mass., where the Prospect Union Association, a veteran welfare agency, operates an educational clearing house. An office is maintained throughout the year where educational advice and vocational guidance are offered to working men and women of Greater Boston. In the annual catalogue for this year are listed 2,300 classes of evening and part-time courses of a large group of carefully investigated schools. Many thousands of working people have already availed themselves of this service. The Prospect Union Educational Exchange proposes to bring each citizen in touch with the educational opportunity that he most needs. It is now in its third year, well past the experimental stage, having proved its value to adult education in its community.

Mentality is Keen In Non-Sleep Test

George Washington University professors upon conclusion of their non-sleep tests found the "student's mental alertness just as keen at the end of the tests as at the start." Nine persons were used in the tests. Six of these, three men and three women, went without sleep sixty consecutive hours, while two others remained awake eighty hours. The ninth person, Dr. William Middleton, used as a control subject, slept after forty-two hours. Eight to ten hours' sleep was sufficient to restore them all to normalcy in every respect, according to Dr. Fred A. Moss, conductor of the experiments.

University of Chicago Thirty-three Years Old

The work of the University of Chicago, which began thirty-three years ago in four buildings, now is done in more than forty. The student body has increased ten-fold—from 700 in October, 1892, to 7,000 in October, 1925—and in the course of the university year, which includes the summer quarter, 14,000 students are cared for. The faculty has grown from a few score to more than 600. These striking facts were presented at the thirty-third anniversary of the opening of the university in the annual commemorative chapel services, at which the conspicuously new figure was President Max Mason, who had just been presented, on the campus, with the keys of the university by President Emeritus Harry Pratt Judson in the presence of the student body, faculty and trustees.

Agencies For Intellectual Contact

The importance of the part which the universities can and ought to play in the re-establishment of intellectual contacts broken by the Great War and in thereby promoting a better understanding among the nations was brought out forcibly in the opening of a discussion at the annual conference of universities of Great Britain and Ireland by Sir Theodore Morison, principal of Armstrong College, Newcastle. Among agencies for facilitating this process the most conspicuous are the French institutes established in London, Florence, Naples, Madrid, Barcelona, Prague, Sofia and Buenos Aires. Dr. Saurat, formerly professor in the University of Bordeaux and now director of the Institute Francais du Royaume Uni at London, explained that their position enables them to promote visits of English professors to French universities and vice versa. The only British institute abroad comparable with the French institute is at Florence. It was founded by the British Government in 1918 and is mainly devoted to the training of Italian students in the knowledge of the English language and English educational methods. British thought and culture are represented and mutual understanding between Britons and Italians is promoted. Very different from either of these institutes is the American University Union in Europe which has divisional headquarters at Paris and London. While cultivating close relations with the universities it does not itself maintain any instructional staff. Founded by alumni of American universities soon after America came into the Great War, it has become a powerful agency for encouraging the attendance and advancing the welfare of American students at the universities of Great Britain, France, and Italy. Branches are to be established in Rome, Berlin and Geneva.

How Many Teachers Want to Join The "Don't Worry" Club?

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A Gentle Hint

Jessie was sent to a fashionable boarding school, and after she had been there a few weeks the other girls suggested that she should alter her name to Jessica.

When writing to her brother she signed herself by her new name. Soon she received the following reply:—

"Dear Jessica—I received your welcome letter. Mamaica and Papaica are quite well. Aunt Maryica and Uncle Georgeica have gone to London. I have got a new chum. His name is Sammica Jonesica.—Your affectionate brother, Tommica."—Tit Bits.

American Farm Life

The doctor was examining school children. One youngster was under weight.

"You don't drink milk?"

"Nope."

"Live on a farm and don't drink milk at all?"

"Nope, we ain't got hardly enough milk for the hogs."—Everybody's.

Even There They Are Suffering

Temperance Lecturer—"What is the curse of Britain today? What brings man bleary-eyed to his work? What makes women neglect their children? Yes—and what is wrecking 'arf the 'appy 'omes in our land? What is it, gentlemen?"

Voice from the Crowd—"Cross-word puzzles!"—The Passing Show (London).

Pastoral

George was one of those bright young fellows given to the use of slang. At the tea-table the other day he required the milk.

"Chase the cow down this way, please," he said.

"Mary," said his mother, "take the cow down to where the calf is bawling."—Congregationalist.

An Easy One

Teacher—"Name an animal food."

Pupil—"Dog biscuit."

A Poser for a Teacher

At a country school the head master said: "Now boys, I will give a penny to the first lad who can ask me a question I cannot answer."

Several tried unsuccessfully until one boy asked: "Please, sir, if you stood up to your neck in soft mud, and I threw a stone at your head, would you duck?"

The question remained unanswered.—London Tit-Bits.

Anything to Please

"What's the shape of the earth?" asked the teacher, calling suddenly upon Willie.

"Round."

"How do you know it's round?"

"All right," said Willie, "it's square, then. I don't want to start any argument about it."

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Tuition Advances, Students Increase

In spite of the increase in tuition charge from $200 to $250, the Yale School of Law reports an increased enrollment with the opening of classes, 368 students being entered at the school. Dean Thomas W. Swann announced that the Yale Corporation's prudential committee has appropriated $3,750 as a special anniversary fund to assist needy students in meeting the cost of increased tuition. Among the faculty additions announced by Dean Swann, are the following: Kenneth C. Sears, of the University of Missouri, who will act as visiting professor in evidence and agency; Young B. Smith, of Columbia University, is visiting professor in charge of the course in court practice.

Criticises Germans Who Study in U. S.

Germans who go to America for the purpose of study are criticised by Siegfried Hartmann, one of the editors of Deutsche Allegemeine, in an article in that newspaper. While conceding that the United States has attained much that is laudable, the writer warns his countrymen against aping American things in general, especially such as are to be considered not meritorious. "Do not let us sacrifice for the sake of efficiency, all our intellectual and cultural ideals, nurtured, cherished and developed for centuries," Herr Hartmann wrote.

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MEETINGS TO BE HELD

OCTOBER

28-31: Washington Education Association, Seattle, Tacoma and Yakima. W. H. Grayam, Puyallup, Wash.

29-30: All State Vocational Conference. Chicago. Adah Hess, Secretary. Board for Vocational Education, Springfield, Illinois.

29-30: Illinois State School Board Association, Decatur. W. B. Read, Peoria, Ill.

29-30-31: Montana Education Association; Dillon, Great Falls, Miles City. R. J. Cunningham, Executive Secretary, Helena; S. R. Logan, President, Hardin.

30-31: Illinois State Home Economics Meeting. University of Chicago, Illinois.

30: At Greenfield, Mass., Franklin County Teachers' Association.

29-31: Rhode Island Institute of Instruction, Providence. Clara E. Craig, Coll. of Ed., Providence, R.I.

NOVEMBER

5-6-7: Colorado Educational Association: Western Division, Grand Junction; Southern Division, Pueblo; Eastern Division, Denver. H. B. Smith, secretary, 520 Commonwealth Building, Denver, Colorado. Charles A. Lory, Fort Collins, Colo.

5: Wisconsin Association of Mathematics Teachers, Milwaukee.
Wisconsin Association of Modern Foreign Language Teachers, Milwaukee. Mrs. Rove Buim, High School, Racine, Wis.
Wisconsin Association of Vocational Schools, Milwaukee. A. G. McCreary, Beloit High School Building, Beloit.

5-6: Iowa Home Economics Association, Des Moines. Lillian G. Orr, 2019 Douglas street, Sioux City.

5-6: Kansas Association of Teachers of English, Kansas City. James R. Start, Kansas State Teachers College, Hays, Kans.

5-7: West Virginia State Education Association, Huntington, West Virginia, W. W. Trent, Secretary, Elkins, West Virginia.

5-7: Colorado Education Association, Denver. H. B. Smith, 520 Commonwealth Building, Denver, Colo.

5-7: Iowa Association of Teachers of English, Des Moines. A. Starbuck Iowa State College, Ames, Iowa.

5-7: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

5-7: Kansas State Teachers Association, Kansas City, Coffeyville, Emporia, Wichita, Dodge City, Salina. A. J. Stout, Topeka, Kans.

5-7: Minnesota Education Association, St. Paul. R. B. McLean, Teachers College, Moorhead, Minn.

5-7: Wisconsin Teachers Association, Milwaukee. A. G. McCreary, director of vocational education, Beloit, Wis.

6-7: Pennsylvania Association of Deans and Advisers of Women, Harrisburg. Laura H. Carnell, Temple University, Philadelphia, Pa.

6-7: Wisconsin Physical Education Association, Milwaukee. W. O. Clark, Racine, Wis.

7: College Entrance Examination Board, New York City. Mary E. Woolley, Mt. Holyoke College, S. Hadley, Mass.

9-10: National Association of State Universities in the United States of America, Chicago, Illinois. E. H. Lindley, University of Kansas, Lawrence, Kans.

10: Women's Educational and Industrial Union, Boston, Mass. Margaret McGill, 264 Boylston street, Boston, Mass.

11-14: Missouri Society of Teachers of Mathematics and Science, St. Louis. W. H. Templen, Central High School, Kansas City, Missouri.

11-14: Missouri State Teachers Association, St. Louis. Ella V. Dobbs, Columbus, Mo.

12: Massachusetts Superintendents' Association. afternoon.

12: New England Superintendents' Association, evening and all day Friday, November 13. S. H. Chase, Secretary, Beverly.

12-14: Arkansas State Teachers Association, Little Rock, Ury McKenzie, Superintendent of Schools, Hot Springs, Ark.

12-14: Association of Urban Universities, Washington, D. C. W. M. Lewis, George Washington University, Washington, D. C.

20-23: Missouri Society of Teachers of History and Government, St. Louis. T. M. Marshall, Washington University, St. Louis, Mo.

23-24: New York State Teachers Association, Syracuse. Theodore Zornow, Madison Junior High School, Rochester, N. Y.

23-25: South Dakota Education Association, Mitchell. C. S. Hall, Bellefourche, S. D.

24: Southern Industrial Education Association, Washington, D. C. Laurence R. Lee, 1228 Connecticut avenue, Washington, D. C.

24-25: Public School Trustees' Association of Virginia, Richmond. E. G. McGehee, Charlotte, Va.

25-29: Virginia English Teachers' Association, Norfolk. H. A. Miller, Junior Night School, Petersburg, Va.

26-28: National Council of Teachers of English, Chicago, Illinois. F. W. Gosling, Superintendent of Schools, Madison, Wis.

26-28: Texas State Teachers Association (colored), Dallas. H. B. Pemberton, Marshall, Texas.

27-28: Maryland State Teachers Association, Baltimore. M. S. H. Unger, Westminster, Md.

27-28: Central Association of Science and Mathematics Teachers, Chicago, Ill. Elliot R. Downing, University of Chicago, Chicago, Ill.

27-28: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Columbia University, New York City. F. C. Ferry, Hamilton College, Clinton, N. Y.

28: Association of Modern Language Teachers of the Middle States and Maryland, Columbia University, New York City. Elsie I. Jamieson, Kensington High School, Philadelphia, Pa.

DECEMBER

1-4: Association of Colleges and Secondary Schools of the Southern States, Charleston, South Carolina. W. D. Hooper, University of Georgia, Athens, Ga.

14-18: California Teachers Association, Southern Section, Los Angeles. Claude W. Sandifur, Box 108, E. Third street, Lankershim, Calif.

27: American Historical Association, Ann Arbor, Michigan.

28-29: American Nature-Study Association, Kansas City, Missouri. M. R. VanCleve, Board of Education, Toledo, Ohio.

28-30: Illinois State Teachers Association, Springfield. E. C. Fisher, Superintendent of Schools, Peoria, Ill.

28-30: American Psychological Association, Ithaca, N. Y.

29-31: Florida Education Association, Jacksonville. Joseph Roenur, Gainesville, Fla.

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